**Friendship Academy of Science and Technology (#338)**

**Teacher:** Ms. Zeins

**Subject:** American Government

**Date:** 11/17/11

**Objective:** PSWBAT explain why the death of Ernesto Miranda was ironic by examining the *Miranda v. Arizona* case and reading an article on Miranda’s death.

**Essential Question:** In what ways was Ernesto Miranda’s death ironic?

**Learning Goal:**

1.2.1 The student will analyze the impact of landmark **Supreme Court** decisions on governmental powers, rights, and

responsibilities of **citizen**s in our changing society

d. Examine the significance of the United States **Supreme Court**’s decisions on the rights of those accused of crimes in

the cases *Gideon v. Wainwright* (1963) and *Miranda v. Arizona* (1966)

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| **Type of Lesson:** | **Agenda:** |
| Developing/Maintaining/Enriching | 1. Call to Order 2. Brain Pop 3. Think, Pair, Share 4. Article 5. Cartoon Creation 6. Exit Ticket |
| **Call to Order:** | |
| Students will enter the room, take out their notebook, and complete the call to order on the board. The song *Ironic* by Alanis Morsette will be playing.  **What does the word “Ironic” mean?**  **When you finish, copy the questions on the board, leaving at least three lines in between each.**  1. What is irony?  2. Who was Ernesto Miranda?  3. Why was he arrested?  4. Why was his confession thrown out as evidence in his first trial?  5. What precedent has the Miranda v. Arizona case set for the way police interact with individuals?  6. Why was Miranda’s death ironic? | |
| **Introduction of New Material: (15 minutes)** | |
| Teacher will explain what irony means, using student definitions as a jumping off point. Teacher will read off the lesson’s objective and agenda for the day.  Teacher will play the brainpop video about Miranda rights. As students watch, they will answer the questions that they copied down.  http://www.brainpop.com/socialstudies/usgovernmentandlaw/mirandarights/  Username: BCPS  Password: Brainpop  Teacher will review the student responses at the end of the video.  Students watch a short video from ***The Wire***, of Bunk interrogating a teen.  **Think, Pair, Share**  How would this video script have changed if the students knew their Miranda Rights?  Teacher will have placed the short reading below under a student’s desk:  **After his release, Miranda spent most of his time in poorly kept bars and cheap hotels in rough sections of Phoenix. Miranda, then working as a delivery driver, participated in a card game at *La Amapola Bar*. On January 31, 1976, a violent fight broke out and Miranda received a lethal wound from a knife; he was pronounced dead on arrival at Good Samaritan Hospital. Several Miranda cards were found on his person. He was 34 years old. A suspect was arrested, but he chose to exercise his right to remain silent after being read his *Miranda rights*. The suspect, a Mexican national, was released and supposedly fled to Mexico. The Miranda murder case was closed without the murderer ever being apprehended.**  Student will read it aloud and the teacher will ask students:  *Why is the death of Ernesto Miranda ironic?*  *Students will share responses.* | |
| **Guided Practice:** | |
| Students will answer questions for a guided cartoon. At the end of the cartoon, students will create an additional frame that reflects the irony of Miranda’s death. | |
| **Independent Practice:** | |
| Students will complete an exit ticket comprised of multiple choice questions and one short answer question. | |
| **Closing:** | |
| Teacher will collect exit tickets and distribute homework. Students will generate terms to put on the Unit Board. | |
| **Homework:** | |
| Students will complete a worksheet that asks them to analyze whether or not students have received their proper Miranda rights and change the scenario if necessary. | |
| **Accommodations:** | |
| Pd. 3:  AP: Verbatim reading of all directions, graphic organizer provided on board, will receive extended time on exit ticket/independent practice, given preferential seating to reduce distractions.  TP: Verbatim reading of all directions, graphic organizer provided on board, will receive extended time on exit ticket/independent practice, given preferential seating to reduce distractions.  JM: Verbatim reading of all directions, graphic organizer provided on board, will receive extended time on exit ticket/independent practice, given preferential seating to reduce distractions. Will receive a one-minute break in between activities.  Pd. 4  KC: Verbatim reading of all instructions, preferential seating next to someone whose notes he can copy, graphic organizers provided along with visual cues on board. Will receive extended time on exit ticket/independent practice, given preferential seating to reduce distractions.  TL: Verbatim reading of all instructions, visual cues, visual organizers, graphic organizers will be provided. Student has preferential seating to minimize distractions. Will receive extended time on independent practice and exit ticket.  KT: Kayla will receive extended time on exit ticket and independent practice. She has preferential seating to reduce distractions.  BW: Verbatim reading of all instructions, visual cues, and graphic organizers will be provided. Will receive extended time on independent practice/exit ticket. Will be allowed a one-minute break between each activity.  Pd. 6  RA: Verbatim reading of all instructions, extended time on independent practice/exit ticket, and preferential seating will be provided.  LLR: Verbatim reading. Will receive visual and graphic organizers, extended time on independent practice/exit ticket, and preferential seating. Will get a one-minute break between activities.  CR: Verbatim reading of all assignments and instructions. Will receive visual and graphic organizers, extended time on independent practice/exit ticket, and preferential seating. Will get a one-minute break between activities.  DT: Verbatim reading of all instructions, graphic and visual organizers, extended time and multiple breaks (one-minute long) will be provided. Preferential seating is given to minimize distractions to student.  AJ: Verbatim reading, graphic organizers, extended time, and preferential seating is provided. Seating will vary for this student day to day to ensure distractions to and from other students are minimized. | |

**Assessment Items:**

1. Which of the following led to the *Miranda v. Arizona* case?
2. A man accused of a crime was illegally searched without knowing about his fourth amendment right
3. A man accused of a crime was interrogated without knowing about his fifth amendment rights
4. A man accused of a crime was punished for exercising his free speech
5. A man accused of a crime was not given a lawyer and lost the case because of it
6. Which of the following was not a result of the Miranda v. Arizona decision?
7. The rights of the accused were expanded
8. Police must read *The Miranda Warning* to criminal suspects
9. Citizens must be informed of their right to an attorney before being interrogated
10. Ernesto Miranda’s confession was allowed in court
11. Which of the following amendments are alluded to in the Miranda Warning?
12. The first and the fourth
13. The fourth and the fifth
14. The fifth and the sixth
15. The first and the sixth
16. Why was the death of Ernest Miranda ironic? (2 points)